4:Grajdanzev--166-167 S-4 (no date) 1942 Formosans-1-2
116, 563, 872, 177.87 Japan
636.87

"The growth in the number of pupils in elementary schools may be seen from the following table:

Primary Schools in Taiwan

	1935	1936	1937	1938	1939
Number of schools	781	783	789	796.	812
Number of teachers	6,255	6,659	7,239	7,888	8,718
Number of pupils, 1,000	373.9	407.6	450.0	505.5	557.1
Number of pupils as percentage of children of school age	41.5	43.8	46.7	49.8	...
Graduates, 1,000	42.3	45.7	50.3	59.0	...

Source: Taiwan Jijo.

From this it appears that in five years the number of pupils in primary schools increased from 373.9 thousand to 557.1 thousand. About half the Chinese children of school age (8-14) are now in primary schools. This increase is partially due to the absorption of new pupils by schools, and partially to the fact that the schools have been increasing the length of the courses they offer from four to six years. If one takes into consideration the fact that during these six years the pupils must master thousands of characters as well as a foreign language and that most of the teachers are foreigners

(to them), it is clear that a six-year course is not a long one. These statistics do not include the schools for Japanese children. Theoretically there is complete equality in Taiwan and there are no special schools for the Japanese, but there are schools where instruction is carried on in the Japanese language. With the permission of the governor of the province Chinese may also be admitted to such schools, even if they do not know the Japanese language, but this permission is not given willingly. Many parents among the lower groups of Chinese [167] officials want to send their child to a Japanese school so that he or she will have a thorough knowledge of the language of the rulers and a better chance to get a higher paid job. But in 1936, out of 42,576 pupils in these schools, there were only 2,975 Chinese. There is another important fact with respect to the Japanese pupils; while in 1938 only fifty per cent of the Chinese of school age were in school, 99.4 per cent of the Japanese of this age were attending school in 1936."

15: U.S. Navy--24-25 (no date) 1944 Formosans
116, 191, 212, 872, 186, 177.19 Japanese
636.19

"Japanese, spoken by the 323,148 Japanese, is the official language of the island, and is spoken by a high percentage of the middle-aged and younger Formosan-Chinese in urban centers, but by few of the older agricultural community. About 42 percent of the Formosan-Chinese children attend elementary public schools to learn the Japanese [25] language and doctrines. They learn very little Japanese and at the same time lose the opportunity, when young, to learn something of written Chinese. Hence these younger Chinese are technically 'literate', and can understand orders issued in simple Japanese. Japanese is supposed to be compulsory for all who know it, and it is true that Japanese has become the lingua franca of the island. It may be said that Japanese, as the official language, will be understood by someone in any large gathering of people or in every village outside of the most remote savage territory, although the Formosan-Chinese avoid using it when they can."

87 examinations are required at each educational level above junior middle schools.

A. Primary Education

• 872 Primary education begins when a child reaches the age of six and lasts for six years. Primary education is compulsory and free to all school-age children, "school age" being defined as from 6 to 12 years. Salaries of the teaching staff are paid by local governments. Textbooks and tuition are free, but children must buy their own notebooks and pencils.

The objectives of primary education are good citizenship, proper habits, and the basic knowledge and skill necessary for earning a living. As to language, emphasis is placed on the teaching of Mandarin Chinese as evidenced by the fact that all children entering school must be taught the Mandarin phonetic symbols during the first twelve weeks of school. All texts are in the Chinese language, the compilation of which emphasizes commentary on Dr. Sun Yat-sen's "Three People's Principles,"[3] exposure of the barbarism of the Communists, explanation of the nature of Soviet imperialism, stories illustrative of a patriotic spirit, material relating to Formosa past and present, and other items conducive to the building of morale and to the strengthening of determination to fight against Communist and Soviet imperialism.[4]

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3. Nationalism, Democracy and Livelihood. For details, see the chapter on Structure of Government.

4. China Handbook 1954-55, Taipei China Publishing Company, 1954, p. 313.

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872 In the academic year of 1954-55, there were 1,350 primary schools in Formosa, with 22,025 classes and an enrollment of 1,113,438 students. The teaching staff numbered 27,944. Percentage of attendance averaged 90.83 with 95.95 the average for boys and 85.32 for girls.[5] From this percentage, it may be inferred that compulsory education is not necessarily enforced. It is possible that some families are too poor to send children to school, and the children are needed at home to supplement the family income. Since most of the schools do not have bus transportation for children, those who live too far away to walk to school may be unable to attend.

B. Secondary Education

873 Three types of secondary schools may be noted, namely, academic middle schools (called middle schools throughout this study), vocational schools, and normal schools (for teacher-training).

1. Middle schools Academic middle schools are divided into those that have both junior and senior divisions and those that have only the junior division. Generally, each division requires three years of study in which Chinese, English, mathematics, physics, chemistry, biology, physiology, hygiene, geography, history, civics, and manual work are taught. Military training is required of senior middle school boys (girls take nursing instead),

5. Provincial Dept. of Education, T'ai-wan-sheng Chiao-yu T'ung-chi 1954-55 School Year [Statistics of Education in Taiwan Province], [cont.]

32:Steiner S-4 (no date)1951
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871 ently. Besides, the key educational personnel was composed mostly of Japa-
177 nese. To fill their vacated posts with
197 competent indigenous educators is a time-consuming process.

872 A review of existing educational regulations indicates a policy to extend equal opportunity for free education to all the people, beginning with primary education and gradually extending to junior high school level. Of children in primary schools, 79.08 per cent were being given free education as of September 1949, in contrast to 71 per cent during 873 the pre-Nationalist period. Under the Japanese, higher education for Taiwanese youths was discouraged by means of admission technicalities. This restriction has since been removed. Government scholarships are available to deserving youths with inadequate financial means. The current problem is to provide additional facilities to relieve congestion in secondary and higher institutions of learning. It has been made more acute by the influx of some 100,000 refugee students from the mainland.[44]

871 The over-all Nationalist objective in education is to implement the political, economic, and social policies of the National Government. To meet the current emergency, a series of regulations have been adopted to "establish a central thought," "to strengthen Nationalist concepts," "to carry out reconstruction and defeat Communism," and to link education with various extension programs.[45]

The "central thought" policy revolves around Dr. Sun Yat-sen's *San-min*

[44] Data in this paragraph drawn from *Taiwan Reconstruction*, cited note 12 *supra*, Vol. 1, pp. 83–146; *Taiwan Today*, cited note 11 *supra*, pp. 147–48; *The Administration of Planned Education*, cited note 43 *supra*, p. 7.

[45] "Educational Program of Taiwan during Emergency Period" (text appears in *Taiwan Reconstruction*, Vol. 1, pp. 84–88).

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